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USING TELEVISED INSTRUCTION AND TEACHER  
ENRICHMENT TO FURTHER THE BUILDING  
OF SOCIAL CONCEPTS

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A Field Report

Presented to  
The Graduate Division  
Drake University

Introduction  
Food  
Clothing  
Shelter  
In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

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by

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## CHAPTER I

### INTRODUCTION

#### I. THE PROBLEM

Since 1955 when the Pittsburgh public schools used educational television for classroom instruction, there has been a trend in the schools of every part of the nation toward some type of television usage. Television has been used in the teaching of the sciences, the arts, language, physical education and many other curricular areas.

The critics of educational television have discussed its limitations. Costello listed the following:

1. Face-to-face Contacts. Some areas of schooling require the human qualities for good teaching, such as instruction of disturbed children, or speech therapy. In these cases it is obvious that television is severely limited.
2. Abstract Ideas. Some kinds of abstract ideas become dull in the hands of a television teacher and may require human contact to enliven them.
3. Seminars. When handled correctly the seminar has distinct educational value. When it is needed to provide advice or instruction related to the problems of the students, television is of little value.<sup>1</sup>

Those who support the use of educational television have listed its advantages. The NEA suggested that

<sup>1</sup>Lawrence F. Costello and George N. Gordon, Teach With Television (New York: Hastings House, Publishers, 1961), pp. 28-29.

educational television be used in the following manner:

1. To bring community resources into the classroom.
2. To bring local and national current events into the classroom.
3. To give the viewer a close-up inspection of some object.
4. To assist in the presentation of subjects teachers feel insecure in teaching.
5. To aid the teacher in stimulating creativity and in building attitudes.
6. To provide individualized instruction.
7. To serve as an aid in the in-service education of teachers.<sup>1</sup>

The advantages and limitations of educational television have been posed, but the fact still exists that it is being used in many school systems as a regular part of classroom instruction.

The way in which educational television is used is the key to its success. Most authorities agree, there should be meaningful pre-telecast activities and follow-up activities provided by the classroom teacher. The question under study is whether television plus teacher-made enrichment activities can help the child gain understanding of social concepts.

## II. THE PURPOSE

The purpose of the study was to determine the measure of success of televised social studies programs plus teacher

<sup>1</sup>National Education Association, Opportunities for Learning: Guidelines for Television (Washington, D.C.: National Education Association), pp. 53-54.  
(New York: Dodd, Mead and Company, 1958), p. 57.

enrichment activities as a means of teaching social concepts to third grade students. Studies have indicated that children learn equally well in televised lessons and in live lessons. Some studies have indicated that television teaching is slightly superior to live teaching. Other studies have shown that television was less effective than live teaching.<sup>1</sup> These conflicting reports make it obvious that much research is needed in order to establish a better understanding of what educational television can do.

### III. PROCEDURE

In this study the basic social concepts to be learned were presented in the telecasts. The classroom teacher prepared activities to parallel with the television lessons. The purpose of the activities was to further develop and extend the basic concepts presented in the television lessons. The concepts were also applied to the children's own situation.

In order to evaluate the unit an oral interview was held with each child about two weeks before the unit began. The purpose of this interview was to see just how much the children already knew about the social concepts to be presented in the coming unit. This same interview was then

<sup>1</sup>Charles A. Siepmann, TV and Our School Crisis, (New York: Dodd, Mead and Company, 1958), p. 77.

given to each child when the unit was completed. The results of both interviews were then compared to see the extent of growth in building the social concepts. A teacher-made test was also prepared and given to the children at the end of the unit. Its purpose was to see if the desired social concepts had been established.

#### IV. LIMITATIONS

The telecasts were used twice a week on Monday and Wednesday at eleven o'clock. Each program was fifteen minutes in length. The unit under study lasted for seven weeks. The activities were limited to the classroom. Only forty minutes per school day could be spent on the social studies activities. This somewhat limited the activities. The activities were principally of a visual nature because many of the children were handicapped in the reading and language areas.

The time spent on each part of this unit was also determined by the telecasts. There were three telecasts dealing with food. A total of seven school days were devoted to the activities related to food. There were three telecasts on the subject of clothing. A total of eight school days were devoted to the study of clothing. One telecast was devoted to the study of shelter, and

three school days were given to the subject of shelter. Seven telecasts were presented on the various areas of human relationships. Seventeen school days were devoted to those studies.

## V. THE SITUATION

The classroom situation. This third grade classroom at Nash Elementary School consisted of twenty-seven children. Seventeen of the children were boys and ten were girls.

Most of the children were eight or nine years old. Six of the twenty-seven children were new to Nash this year. Most of the children have grown up in an urban situation. Many have visited farms, but none have actually lived on farms.

Of the twenty-seven children in the room, thirteen were from homes where there was only one parent present. One child had recently been placed in a foster home.

Twenty-four of the children were of the negro race. The other three were caucasian.

The intelligence quotients of the group ranged from sixty to ninety-two. These scores were acquired from the Lorge-Thorndike Intelligence Test. This is a group test, and was given to the group a few weeks before the unit under study began.

The school situation. Nash Elementary School is located at Sixteenth and Forest Avenue in Des Moines, Iowa.

This is a central metropolitan location. The school was built in 1916, and was later attached to Washington Irving Junior High. Total enrollment is about six hundred twenty-seven for the elementary school.

The area surrounding the school is both residential and commercial. Grocery and drug stores, dry cleaners, restaurants, and garages are among the business establishments in the area. Many houses in the area are large older homes which house more than one family.

The neighborhood would probably be classified by sociologists as lower-middle class.

The racial background of the school is quite varied. Nearly seventy per cent of the children in the school population are negro. The remaining thirty per cent are principally caucasian. There are Oriental families, Spanish families, and Indian families also represented in the school population.

being televised in order to study the class, or in order to study the class in detail. In other cases, specially televised programs are used to study the class.

Many authorities believe that the use of television in the classroom is one of the greatest aids to learning on the curriculum and teaching in our schools. They believe that it

## CHAPTER II

### REVIEW OF THE LITERATURE

The area of educational television is relatively new, and it is necessary that much more research be carried out before many definite facts can be presented about its value. Educational television will be defined in this paper as some type of use of television within the classroom situation. There are many different plans for using television in the classroom. Sometimes commercial television programs are used in connection with some topic under study in the classroom. For example, a science or social studies class may view the launching of a rocket, or view such programs as "The Wild Kingdom" which coincide with or enrich a unit under study by the class. An English teacher may have the class view a play which is being televised to enrich the background of the class, or in order to study the play in detail. In other cases, specially televised programs constitute the core of one or more of the curricular areas.

Many authorities generally agree that television is one of the greatest potential influences on the curriculum and teaching in our schools today.<sup>1</sup> Many believe that it

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<sup>1</sup>H. L. Caswell, "Curriculum Viewpoint of Educational Television," Educational Leadership, XV (November, 1957), 107.

<sup>2</sup>K. E. Hopkins, "The Use of Television in the Classroom," Learning and Behavior: A Comprehensive and Instructional T.V. Methods, Audio-Visual Communication Series, National Education Association, XVII (Spring, 1961), 32.



holds the answers to major problems such as the teacher shortage, and the improvement in the quality of education.<sup>1</sup> One school official felt that within a few years most of the teaching in his city would emanate from a central studio to the classrooms in the schools.<sup>2</sup>

Other authorities point out that television does not solve all the educational problems. For example, television lacks the personal guidance that the individual teacher can give.

At present educational television is being widely used, and experiments continue. There are very few studies as yet completed showing the results of these experiments.

Siepmann stated that:

By and large, children learn as much and as fast by television as under normal conditions. Sometimes the television class does better (and in no known case, other than when special circumstances intervened, does it do significantly worse). In the Cincinnati high schools, for example, 186 students studying chemistry by television and matched against 702 students studying under normal conditions did significantly better on the final test.<sup>3</sup>

Hopkins pointed to tests that show that groups receiving televised social studies instruction performed better on the end of term examination than did the control groups who had not viewed television.<sup>4</sup>

<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

<sup>3</sup>Siepmann, op. cit., p. 77.

<sup>4</sup>K. D. Hopkins and D. W. Lefever, "Comparative Learning and Retention of Conventional and Instructional T.V. Methods," Audio-Visual Communication Review, National Education Association, XIII (Spring, 1965), 37.



Many educational authorities are quick to point out that the value of educational television largely depends on the classroom teacher. Tarbet stated, "The actual utilization of the programs by the classroom teachers determines to a considerable extent the success of the direct-teaching programs."<sup>1</sup> The National Education Association made this suggestion, "Interrelate television with other media and materials in the total teaching-learning situation. Use it in combination with--not in lieu of--other instructional resources."<sup>2</sup>

Educational television has several contributions to make to learning. It can provide valuable experiences for the child that he could not have otherwise. The National Education Association listed these as some of the contributions of educational television.

Sharing resource persons.

Making resource materials available--films, models, artifacts, historical objects, etc.

Making available outstanding visual and graphic materials.

Providing field trips to unaccessable places.

Sharing outstanding teaching personnel with others.

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<sup>1</sup>Donald G. Tarbet, Television and Our Schools (New York: The Ronald Press Company, 1961), p. 47.

<sup>2</sup>National Education Association, Opportunities for Learning: Guidelines for Television, op. cit., p. 60.

<sup>3</sup>National Educational Association, And TV Too (Washington, D.C.: National Education Association, 1961), pp. 19-20.

In this study an effort is being made to see if educational television can help build social concepts. This brings up the question, What is a concept? Carr defined a concept in this way:

Concepts are abstractions, and refer to a class of objects (as the term mountain refers to a group of objects rather than to a particular object) or to intangible qualities (such as co-operation) which cannot be seen in themselves but are inferred from behavior. Concepts are not static, but developing; one may have a concept on a level which is little removed from an arbitrary association or he may have a concept which is highly developed. Concepts may grow in several dimensions as the learner matures and has experiences which provide the opportunity for the concept to expand.<sup>1</sup>

Klausmeier said:

A concept is the meaning or meanings that the individual associates with words, other signs, and direct sensory experiences, and the meanings are based upon discriminations and associations. Concepts are not formed in the absence of facts; however, facts can be memorized and recalled without associating meaning with them.<sup>2</sup>

Authorities agree that concepts may be relatively simple, and may be represented by single terms. Other concepts are very complex and may require many terms in order to convey their meaning.<sup>3</sup> Carr pointed out that "concepts are built gradually, from small beginnings."<sup>4</sup>

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<sup>1</sup>Edwin R. Carr, The Social Studies (New York: The Center for Applied Research in Education, Inc., 1965), p. 49.

<sup>2</sup>Herbert J. Klausmeier, Learning and Human Abilities (New York: Harper and Brothers, 1961), p. 155.

<sup>3</sup>Ibid., p. 158.

<sup>4</sup>Carr, loc. cit.

Concepts may be thought of as the "general ideas" which are used for classes of items, and the process by which the person comes to give a common response (usually a name) to a general class of objects is called "concept formation."<sup>1</sup> It is also known that concepts develop slowly through experience. They are usually derived from a series of concrete examples, or instances.<sup>2</sup>

In this study those concepts which will be dealt with are those related to the social studies. The social studies are becoming an increasingly important part of the curriculum of the modern school. The term social studies encompasses a broad area of subjects. Michaelis defined social studies as:

. . . that portion of the curriculum which deals specifically with man in his dynamic relation to his social and physical environments. The social studies are concerned with a knowledge of how man is influenced by his environment, how he in turn uses and alters his environment to satisfy individual and group needs, how customs and institutions have emerged, how man is attempting to solve current problems, and how he draws upon his experience to plan for the future. The social studies provide opportunities for children to obtain knowledge of the ways man has dealt with his problems. . . to develop appreciation for the standards and values that have grown out of man's experience . . . to acquire the skills and attitudes toward human interrelations that

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<sup>1</sup>"Psychology of Concept Formation," Encyclopaedia Britannica, Volume 6 (Chicago: William Benton Publishers, 1963), 254.

<sup>2</sup>Ibid.

enable them to function effectively as individuals and as members of groups in our society and in the world.<sup>1</sup>

Jarolimek said:

Social Studies is an inclusive, but highly specific term that is applied to that area of the elementary school curriculum which has a primary responsibility for assisting the child in developing skill in and understanding of human relationships. The social studies deal with the study of man and his relationship with other men and with his environment.<sup>2</sup>

The social studies draws its elements from the more specific fields of geography, history, sociology, political science, economics, conservation, anthropology, social psychology and other allied fields.<sup>3</sup>

Ragan designated the social studies as:

. . . that phase of the curriculum in the elementary schools which has a primary responsibility for helping pupils develop understandings, skills, and attitudes needed for intelligent living in a democratic society. Although all elementary school subjects are expected to make a contribution to citizenship, civic responsibility, and human relations, the social studies have a special responsibility for the accomplishment of these goals.<sup>4</sup>

It is readily seen that the social studies includes a broad area of subjects which are often correlated for

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<sup>1</sup>John U. Michaelis, Social Studies for Children in a Democracy, Recent Trends and Developments (Englewood Cliffs, New Jersey: Prentice-Hall, 1963), p. 5.

<sup>2</sup>John Jarolimek, Social Studies in Elementary Education (New York: The MacMillan Company, 1959), pp. 3-4.

<sup>3</sup>Ibid., p. 4.

<sup>4</sup>William B. Ragan and John D. McAulay, Social Studies for Today's Children (New York: Appleton-Century-Crofts, 1964), p. 5.

study. The function of this type of program is to provide a laboratory in which the child can develop individuality, integrity, resourcefulness, cooperation and other qualities which will help make him socially competent.<sup>1</sup>

The Association of Social Studies Teachers of New York stated the objectives of the social studies program in this way:

1. Experience in cooperation.
2. Appreciation of the cultural heritage of the ages of different peoples and civilizations.
3. Intellectual curiosity and critical-mindedness.
4. Respect for accuracy, suspended judgment.
5. Intellectual humility and tolerance.
6. Ability to think clearly.<sup>2</sup>

The modern social studies program is not only concerned with the teaching of facts, but is also concerned with helping the child build social concepts which will enable him to become a useful citizen of his community and the world.

Educational television is one means which will be employed to help in this study, but as many authorities have pointed out, television is most valuable when it is used in connection with other teaching materials. Audio-visual materials provide one way of helping children develop concepts. One authority stated that:

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<sup>1</sup> Ibid.

<sup>2</sup> The Association of Social Studies Teachers of the City of New York, A Handbook for Social Studies Teaching (New York: Republic Book Company, 1951), pp. 1-3.

Audio-visual materials are used to develop concepts, improve attitudes, and extend appreciations and interests. They also provide concrete bases for group planning, critical thinking, and discussion by enabling children to see and hear what is being studied in units of instruction. Audio-visual materials stimulate learning, have a high degree of interest for children, and make for permanence of learning.<sup>1</sup>

Many investigators have found that using audio-visual materials plus textbooks and other devices make an improvement in students' performance that is statistically measurable by testing procedures.<sup>2</sup>

The question arises, What are audio-visual materials? Dent describes these "visual sensory aids" as, all materials used in the classroom, or in other teaching situations to facilitate the understanding of the written or spoken word.<sup>3</sup>

The value of "visual sensory materials" in learning seems to be a well established fact. "A brief glance at the activities in various localities indicates that the leading school systems of the United States are making regular use of visual-sensory aids to instruction."<sup>4</sup> Many educational authorities today agree that audio-visual methods and materials are necessary to promote the improvement of instruction.<sup>5</sup>

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<sup>1</sup>Michaelis, op. cit., pp. 465-466.

<sup>2</sup>"Audio-Visual Materials," Encyclopaedia Britannica, I, p. 744.

<sup>3</sup>Ellsworth C. Dent, The Audio-Visual Handbook (Chicago: The Society for Visual Education, 1939), p. 1.

<sup>4</sup>Ibid., p. 9.

<sup>5</sup>The Association of Social Studies Teachers of the City of New York, op. cit., p. 127.



It has been found that the classroom teacher will be more effective if he has available, and makes use of audio-visual materials. Some of these audio-visual resources would include books, maps, globes, recordings, filmstrips, motion pictures, tape recordings and educational television programs.<sup>1</sup>

Research has also indicated that the proper use of visual materials will cut down student failures and consequent repeaters.<sup>2</sup>

Audio-visual materials may be used effectively in many ways.

They may be employed (1) as an introduction or motivation to any particular unit; (2) as the body of a lesson in which the audio-visual materials are the basis of the lesson; (3) as a summary of a particular lesson or overview of future units to be studied, or as a review of previous lessons in a unit of study.<sup>3</sup>

Dent, however, was careful to point out that:

Very few, if any of the commonly used visual-sensory aids are instructional in themselves. If used with groups which have not received earlier preparation and guidance by the teacher, much of the possible educative power will be lost. On the other hand these same materials, properly used by trained teachers, make it possible to teach the child more in a given time, teach him more thoroughly, and he will remember the information

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<sup>1</sup>National Education Association, Opportunities for Learning: Guidelines for Television, op. cit., p. 52.

<sup>2</sup>Anna V. Dorris, (chairman), Visual Instruction, Berkeley, California: Course of Study Monography Elementary Schools, January, 1923.

<sup>3</sup>The Association of Social Studies Teachers of the City of New York, op. cit., p. 127.

or instruction much longer. The advantage gained by this procedure, easily measured, has been found to range from a small percentage to 40% more, depending largely upon the favorable and unfavorable factors involved. The percentage gain, in carefully controlled experiments is consistent enough to cause progressive educators to look with favor upon the proper application of visual-sensory aids to instruction.<sup>1</sup>

Much research is needed in the area of educational television in order to find out if it can help in the building of social concepts. As before stated, television alone may do little to help the child build these desired concepts, but when it is incorporated into the total teaching unit, it may prove helpful. In this report an effort will be made to see if audio-visual materials and television broadcasts can be used to help the child build these social concepts.

The classroom teacher prepared activities to extend and reinforce the concepts presented in the television lessons. A day

January 12, 1966. The unit of work was initiated by

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<sup>1</sup>Dent, op. cit., p. 4.



### CHAPTER III

#### DESCRIPTION OF THE STUDY

##### I. INTRODUCTION

The purpose of this study was to help the students gain understanding of certain social concepts by using educational television and enrichment activities prepared by the classroom teacher. The concepts to be developed were presented in the telecasts by the television teacher. The telecasts began on January 17, 1966 and lasted until March 2, 1966. A total of fourteen telecasts were viewed by the students on the subjects of food, clothing, shelter and human relationships. A total of thirty-four school days were devoted to the study of this unit on basic needs.

The classroom teacher prepared activities to extend and reinforce the concepts presented in the television lessons. A daily record of the telecasts and the activities prepared by the classroom teacher follows.

##### II. THE TEACHING UNIT

###### Food. January 17, 1966 to January 25, 1966

January 17, 1966. The study of food was initiated by the use of a bulletin board, bearing the title "Where Does Our Food Come From?" In the center of this bulletin board

was a large United States map. Pictures of various kinds of foods were placed around the map. A string was placed from each type of food to a place in the United States where this food is produced in a large quantity. The children named each type of food and located the area of the United States where this type of food is produced.

The concept to be developed by this activity was that our food comes from many parts of our country.

Immediately following this activity the telecast on the production of food was viewed. The concepts presented in the telecasts were:

1. Food is one of the basic needs of all people.
2. Some of our food comes from far-distant places, but most foods we eat are produced in our country.
3. We are dependent upon the work of many people to provide our food.
4. Much progress has been made in the methods of production of food.<sup>1</sup>

After the telecast questions were answered, the children listed some common foods which are locally produced, and some which are produced in other parts of the United States.

Later the same day a film called "The Farmer" was shown. This film was viewed in order to extend the concept that many people work to produce our food, and that progress

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<sup>1</sup>Lyla M. Lynch, Teacher Guidebook for 3rd Grade Social Studies Television Lessons (Des Moines, Iowa: Des Moines-Polk County Schools), p. 31.

has been made in the methods of food production.

January 18, 1966. A copy of a United States map was given to each child. Using the bulletin board map, and food pictures, the children located various parts of the United States where certain types of foods are produced. On their own maps they drew pictures of the kind of food produced in each section of the United States. For example, an apple was drawn on the states of Washington and Oregon to show that apples are produced in that part of the United States. This activity was done in order to strengthen the concept that our food comes from many different parts of our country.

January 19, 1966. During the language period the children discussed the various ways that the pioneers and Indians preserved food. Drying and salting were discussed. Pictures of modern preservation methods were shown and discussed. The pictures were cut from magazines and placed on cards. Pictures of frozen foods, canned foods, boxes, bottles and jars, dried foods, and wrappers and bags were shown and discussed.

Following this activity the telecast on processing food was viewed. The concepts presented in this telecast were:

1. We have much greater variety of food because people have learned better ways of keeping it fresh and preserving it.
2. Our food is more healthful in this modern time because of better ways of preserving it and much of it is frozen.

3. Our food tastes much better than food did long ago because we have better ways to preserve it.
4. Cleanliness in handling food is very important no matter how it is processed.<sup>1</sup>

After the telecast the children named various kinds of foods which are preserved using each of the preservation methods.

January 20, 1966. In order to extend the concept presented in the telecast which dealt with modern methods of food preservation, the children made booklets using pictures of foods cut from magazines. Each child was given three sheets of paper which were stapled together. The title of the booklet was "How We Store Our Food."

The booklet was divided into six parts. The parts were freezing, drying, bottles or jars, cans, boxes and wrappers. Each child found pictures in his magazine to illustrate each preservation method. The pictures were directions on the box were read to the teacher. The children then cut out and pasted in the proper place in the booklet. took turns measuring the water, labeling the packages, and

January 24, 1966. Before the telecast each child was given a piece of drawing paper and told to draw some place where he could buy food. When the drawings were completed, a list was made of the various places that the children had drawn. Most of the children drew food stores, but during the discussion time, places such as the school cafeteria and restaurants were brought out.

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<sup>1</sup>Ibid., p. 32.

Following this activity the telecast was viewed. The concepts presented were:

1. Fast and improved methods of transportation now enable us to have fresh fruits and vegetables the year around.
2. Retail food stores buy food from a wholesale house at wholesale prices and sell them to us at retail prices.
3. Fast transportation and good methods of refrigeration now enable us to enjoy fresh food from many places in the world.<sup>1</sup>

During the language period after the telecast the children listed the various steps that food must take in order to get from the farms to homes for people to use.

Later the same day the children participated in a demonstration showing how to make soup from packaged, dried ingredients. This demonstration was done to extend the concept of modern preservation methods. The children learned that one way of preserving food was by the method of drying. The demonstration was done as a group. The directions on the box were read by the teacher. The children took turns measuring the water, opening the packages, and stirring the soup. During this time each child had a chance to see the vegetables which had been dried. While waiting for the soup to cook, the children drew pictures of the vegetables in the soup on a piece of paper which was to serve as a placemat. After the soup was cooked, it was served to each child in a paper cup. The children observed the vegetables after they were cooked, and saw that they were

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<sup>1</sup>Ibid., p. 33.

larger than the dried vegetables. Thus, they decided that the water had been taken out of the dried vegetables.

January 26, 1966. In order to strengthen the concept that food is brought to us by improved methods of transportation, and the concept that retail stores must purchase from a wholesale house, the children drew a picture story of food from the farm to their homes. The steps in the story had been listed the previous day following the telecast. The steps were:

1. The ground is made ready.
2. The seeds are planted.
3. The plants are watered.
4. The weeds are taken out.
5. The plants are sprayed.
6. The plants grow.
7. The vegetables are picked.
8. The vegetables are taken to a factory.
9. The vegetables are cleaned.
10. The vegetables are packaged, canned or frozen.
11. The vegetables are taken to a wholesale house.
12. The vegetables are taken to stores.
13. The vegetables come to our homes.

Two children worked together on each picture, and various methods of transportation were incorporated in the picture story. One week before the food unit started the children had viewed two films which gave them experiences

to draw from in the making of the pictures. The film "The Food Store" made them more familiar with the methods of food preservation, and how the family gets food to their homes. The film "David Goes to Market" traced lettuce from the fields of California to a small neighborhood grocery store in another part of the country. These films plus the telecast enabled the children to draw the various steps in food production.

In order to correlate spelling with the food unit each child learned to spell the word food, and to use the word in a sentence situation.

Two songs, "Haying Time" and "Helping Mother Bake A Cake" were also learned in conjunction with the unit on food.

Clothing. January 26, 1966 to February 8, 1966.

January 26, 1966. To introduce the unit on clothing, a film, "George's New Suit," was shown. This film illustrated the steps in the production of cloth. Wool and cotton were given the most attention, but silk and the man-made fibers were shown too.

Before the telecast an empty bulletin board bearing the title "What Am I Made Of?" was seen by the children. The teacher then pinned several articles of doll's clothing to the bulletin board. The children examined the various items and decided what material each piece was made of and why. For example the coat was made of wool because wool is



a material which keeps in warmth. Each article of clothing was then discussed, and its type of cloth was written on a card and pinned on the bulletin board next to the article of clothing.

The telecast on sources of raw materials for clothing was then viewed. The concepts to be developed were:

1. Clothing is made from the natural fibers of plants and animals.
2. Clothing is made from the fibers produced chemically.
3. Clothing fibers may come from far distant places in the world.
4. Many workers doing many kinds of work were needed to provide raw materials for our clothing.<sup>1</sup>

After the telecast the children did a worksheet which reviewed the concepts presented about wool and cotton.

January 27, 1966. In order to strengthen the concepts on the sources of raw materials for clothing, each child made a booklet. Each page was headed with the name of one type of material, cotton, wool, silk, and man-made fibers. A picture was drawn by each child to show where each type of clothing material came from. Then a small swatch of each kind of cloth was pasted on the page.

January 28, 1966. In the basic text, You and the Community, the children read about and viewed pictures showing the sources of wool, cotton, silk, and man-made fibers.

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<sup>1</sup>Ibid., p. 34.



This was done to further develop the concepts about the sources of clothing materials.

A class chart was made to illustrate the numerous types of clothing materials. Samples of each kind of material were supplied by the class members. Samples of wool, cotton, silk, orlon, nylon, leather, fur, flax, rubber, and plastic were pasted on the chart and labeled. Uses for each type of clothing were discussed. For example, plastic is used in rainwear, and rubber is used in boots.

January 31, 1966. To help the children realize that different kinds of clothing are worn because of various types of weather, a doll was dressed in different kinds of clothing. The children first discussed the kinds of clothing that are worn in cold weather. Then they dressed the doll in a wool coat and hat. Then the question was asked why this type of clothing was not worn in the summer. The children brought out the idea that this type of clothing would be too warm to wear in the summer. The doll was then dressed in a cotton sun dress to show the type of clothing worn in the summer.

After the demonstration the telecast on the manufacture of clothing was viewed. The concepts presented were:

1. In pioneer days most cloth was woven in the home and clothing was all hand-made. Weaving is still done today, but it is a hobby and not a necessity.
2. Good transportation is necessary to get the raw materials to the clothing factories and the finished garments to the markets.

3. Many workers are needed in clothing factories.
4. The climate in which we live largely determines the kinds of clothing people wear.
5. Improved methods of manufacture has resulted in more comfortable and better fitting clothing.<sup>1</sup>

Following the telecast, the children talked about the types of clothes worn in summer and winter. Each child then drew a picture of himself dressed in winter clothes and in summer clothes.

February 1, 1966. The concepts concerning the sources of cloth were previously presented. To reinforce these concepts a book, How We Get Our Cloth, was read to the class. This book presented wool, cotton, silk, flax, and synthetic fibers as materials that clothing is made from. Pictures were shown to help the children visualize the sources of these clothing materials.

When the book was completed, the film, "How Clothing is Made," was shown. This film was made at a clothing factory, and showed the various steps taken to make a shirt. It began with the cloth coming to the factory, and showed each step that must be taken to complete the garment. The film also showed how the clothing was boxed and loaded into trucks to be taken to wholesale houses and stores.

February 2, 1966. The various pieces of a pattern for a jacket were exhibited for the class. The children

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<sup>1</sup>Ibid., p. 35.

were shown how each piece would be fitted to the body, and how the pieces would be fastened together. After seeing how people make their own clothes, the children discussed the source of most of the clothing bought. They decided that most of their clothing was obtained from some type of a store. When asked how their clothing got to the store, they named trucks and trains as the means of transporting clothing.

The telecast about the distribution of clothing was watched by the class. These concepts were presented by the television teacher.

1. Clothing is among the many items sold by a department store.
2. Clothing is sold in specialty stores.
3. Good transportation is necessary to bring finished clothing or clothing materials from factories to the markets.<sup>1</sup>

After the telecast the children listed the various types of stores in which their clothing was bought. They mentioned department stores, shoe stores, hat shops, special clothing stores for men, women, and children. They also brought out that drug stores and grocery stores often have clothing departments. Places where used clothing could be obtained were also mentioned by the children.

February 3, 1966. The weaving of thread into cloth could be easily compared to paper weaving in an art lesson. In order to prepare the children for this activity, a book called How We Get Our Clothing was read to them. After

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that day each piece of clothing was examined. The children

<sup>1</sup>Ibid., p. 36.

reading, looking at pictures of woven cloth, and examining actual samples of woven cloth, the children were introduced to paper weaving as a comparison to cloth weaving. Each child cut long slits in a piece of construction paper, then used strips of construction paper in a contrasting color to weave over and under each of these slits. The result resembled woven cloth which had been enlarged many times. The children noted that the weave in cloth was much tighter, and this weave is what holds the threads together.

February 4, 1966. A demonstration showing the washing of clothes was used to present the idea that clothing needs good care. First the children examined a wool sweater that had been washed in warm water. The teacher explained that the sweater had once been quite large, but because it had not been properly washed it had shrunk to a very small size, and was now out of shape. This helped the children see that proper washing of clothing is important. It was brought out that washing instructions are often printed on the labels inside clothing. The children named some of the washing instructions that they had seen on clothing. Since warm water was not available for the demonstration, cold water and soap were put into a basin. The children washed a cotton doll's dress, a piece of cotton corduroy, a silk scarf, a piece of rayon material, and a wool doll's coat. Each article was then rinsed, and laid out to dry. Later that day each piece of clothing was examined. The children

noted that the silk scarf had dried very quickly, and looked almost the same as before it had been washed. The children noticed that the cotton pieces took longer to dry, and were more wrinkled than the silk pieces. The wool coat seemed to have dried the least, but the cold water had not changed its appearance as warm water washing had changed the wool sweater. The children decided that wool could be washed, if it were washed carefully, and in cold water. It was concluded that washing clothes is generally safe if the washing instructions that come with the garment are followed. It was also pointed out that some clothing is best dry cleaned.

In connection with the clothing unit, the children who were able learned to spell the words cotton and wool.

February 7, 1966. Children are often customers in stores, whether it be the neighborhood grocery store or a large department store. Children need to know their responsibilities as customers, and also the responsibilities of the sales personnel in the store. The telecast on the relationship between the customer and sales personnel was designed to help children realize these responsibilities.

The children discussed their responsibilities as a customer in a store. They listed such things as careful handling of merchandise, keeping hands clean so that merchandise will not be soiled, and proper conduct in the store. They also discussed the responsibilities of the clerk in the store. They listed giving directions about

where to find merchandise, keeping the store in order, marking prices on articles, and taking money from customers. The telecast was viewed. These were the concepts presented.

1. A customer has a responsibility for respecting the owners' property and for being honest.
2. The customer has a right to be treated courteously and honestly.
3. The sales personnel has a responsibility to protect the owners' property and a right to expect honesty from customers.
4. Sales personnel have a responsibility to be courteous and fair to all customers.<sup>1</sup>

After the telecast the children discussed what they would have done in the situations presented in the television lessons. Then each child drew a picture of himself in a store following one of the rules for being a good customer. After the drawings were finished, each child showed his picture to the class, and told what rule he had drawn. After this activity, a film, "Let's Visit a Shopping Center" was shown. The film helped the children become better acquainted with the various tasks performed by the clerks and sales personnel employed by the store.

February 8, 1966. Three groups of children dramatized customer-sales personnel relationships. A store was set up using a few items in the classroom which were to be sold. The children who were customers discussed what they should do before entering the store. They listed, having clean hands, knowing the amount of money they had, knowing what

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<sup>1</sup>Ibid., p. 37.



they were looking for, and the proper conduct in the store. The children who were clerks listed these rules to follow, be courteous, answer the customers' questions, take the customers' money and give him the correct change, and put the merchandise in a bag. The children then acted out several incidents in stores following these rules.

Shelter. February 9, 1966 to February 11, 1966.

February 9, 1966. Food and clothing are basic needs of human beings, and shelter is another of the basic human needs. A book, The True Book of Houses, was read to the children, and the pictures were examined. After reading the book the children were asked to list the reasons that people need shelter. They mentioned protection from animals, wind and weather changes, and to provide a place to keep the things we need such as food and a place to sleep. The children were then reminded of the many kinds of houses seen in the pictures in the book just read to them. They were asked why homes are different. The children thought of such things as climate and available materials. The telecast on the purposes and kinds of shelter was viewed. These were the basic concepts presented.

1. Shelter is one of the basic needs of all people everywhere.
2. The kinds of homes built depends on climate, availability of materials, personal taste, size of family and many other factors.

3. Homes provide protection from weather, and a house privacy as well as pleasure for the family.
4. We depend upon the work of many people for our homes.<sup>1</sup>

After the telecast each child drew a picture of one type of shelter that had been seen either in the book or in the televised lesson. These were displayed on a bulletin board with the title, "Many Kinds of Shelter." The children then examined the pictures, and told why each climate or section of the country required a certain type of shelter.

February 10, 1966. You and the Community, the basic social studies text, contains a section on the building of houses. That section was read by the class, and the pictures were examined and discussed. After reading, the class viewed two films. The films were, "How a House is Built," and "Building a House." Both films showed step by step how frame houses are built. Following the films, the children listed the steps in building a house.

1. Digging the hole.
2. Building the basement.
3. Putting up the walls and floors.
4. Putting on the roof.
5. Putting in the doors and windows.
6. Painting the house.
7. The finished house.

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<sup>1</sup>Ibid., p. 38.



To further extend the concepts of building a house presented in the films, the children made a booklet by drawing pictures of each of the steps listed above.

February 11, 1966. The television lesson presented the houses of people of other lands, and gave reasons for the types of houses that were built in those lands. For example, the climate and available materials usually determine the type of house to be built. To help the children become more familiar with some of these types of houses, each child built an igloo of papier-mache. The igloo was built, then painted white to represent ice and snow, and then the lines representing the blocks of ice and snow were put on with pencil.

Another art activity was done in connection with the shelter unit. The children had read about, and seen pictures of houses in the hot climates which are made of long sticks, or trunks of trees. To further develop this concept the children took part in an art activity. The project was a very simple collage. Each child was given a piece of stiff paper, and a few toothpicks. The toothpicks were pasted side by side on the paper to represent the poles in a bamboo house. The grass for the roof was drawn in, and other details were added to each picture with crayon.

The children who were able, learned to spell the word shelter in conjunction with the shelter unit.

Human Relationships. February 14, 1966 to March 4, 1966

February 14, 1966. In order to make a house a home, meaningful human relationships must take place within this shelter. A series of six telecasts was presented to help the child become more aware of the human relationships in which he is involved. The purpose of these lessons was listed as such:

1. To provide a better opportunity for the child to understand himself in relationship with others.
2. To provide a better opportunity for the child to understand people's relationship to him.
3. To help the child better understand that a successful relationship with others necessitates certain responsibilities.
4. To motivate the child to seek the best possible relationship.<sup>1</sup>

The first relationship treated in the telecasts was that of the parent and child. In order to stimulate the interest and thinking of the children, several pictures of parents and children together were shown. Some were pictures of work situations and some were play situations. The children were asked to tell some of the jobs that their parents did at home in order to make life more pleasant for the family. They mentioned most of the household duties performed by their mothers, and also talked about the things their fathers did around the house to help make home more pleasant. Then the children were asked to list their jobs

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<sup>1</sup>Ibid., p. 39.

at home which contributed to better family living. They listed such things as washing dishes, sweeping floors, their cleaning their rooms, and cleaning up the yard. Then the telecast on the parent-child relationship was viewed.

February 15, 1966. The children illustrated their responsibilities at home in the form of a mural. The items illustrated were taken from the list of responsibilities listed by the children the previous day. These were the items illustrated:

1. Washing dishes.
2. Sweeping the floors.
3. Dusting the furniture.
4. Making the beds.
5. Taking out the trash.
6. Cleaning our rooms.
7. Hanging up our clothes.
8. Picking up toys.
9. Setting the table.
10. Helping Mother cook.
11. Washing the clothes.
12. Doing errands.
13. Keeping the yard clean.

When the mural was completed it was discussed and displayed in the classroom.

February 16, 1966. Class discussion centered around the idea of how the children could get along well with their neighbors, and in their own neighborhoods. The children mentioned several things that they could do in order to create a friendly atmosphere within the neighborhood. These ideas were listed on the board.

1. Be friendly toward your neighbors.
2. Be helpful toward your neighbors.
3. Treat neighbors courteously.
4. Respect your neighbors' property.
5. Play in your own yard unless invited by a neighbor to play in his.

After the discussion, the telecast on the relationship between the child and his neighbors was viewed. When the telecast was over, the children discussed ways in which they could act so that other children in the neighborhood would like to play with them. They talked about such things as fair play, following rules established by the group, and going along with the majority instead of crying and pouting when one does not get his own way.

February 17, 1966. The children were asked to draw three pictures showing themselves in their neighborhood situations. The three pictures drawn were:

1. Helping my neighbors.
2. Playing with my neighbors.
3. Working with my neighbors.

The pictures were drawn on long strips of paper which were divided into three sections.

February 18, 1966. The pictures drawn the previous day were shown as "movies" by running them through a shoe box with a square cut out of the top so that the picture could be seen. As his "movie" was shown to the class, each child explained what he had drawn in each picture. He described how he was helping his neighbor, what he was playing with his neighbors, and what kind of work he was doing with his neighbor.

February 21, 1966. To prepare for the telecast on the relationship of the child to his brothers and sisters, several topics were discussed. The children were asked what things they could do to help their younger brothers and sisters. They mentioned such things as helping them dress themselves, and showing them how to do simple tasks around the house. The children also discussed ways in which they could help make a smoother relationship between themselves and their brothers and sisters. They discussed such things as including them in play and games, respecting the property rights and personal rights of their brothers and sisters. After the discussion, the telecast on the relationship between brothers and sisters was watched. After the telecast the children discussed their responsibilities in the two situations presented in the television lesson.

February 22, 1966. For four days, the children viewed a filmstrip each day, and discussed what they saw. The filmstrips were:

1. "Mother Cares for the Family."
2. "Father Works for the Family."
3. "The Day Begins."
4. "The Children Have a Busy Day."

After each filmstrip was viewed, the children discussed what they had seen, and noted ways in which they could help at home, and make home a better place in regard to the human relationships. After each filmstrip the children wrote stories about the main ideas presented, they drew pictures to show Mother's duties, Father's job, their own busy day, or how the family begins the day.

February 23, 1966. Before the telecast the children were asked to name the various members of their families. They mentioned grandparents, aunts, uncles and cousins. They discussed the various ways in which they could be polite to the relatives that came to their homes. The telecast about related adults was viewed. After the telecast the children first told the various activities they enjoyed with their grandparents. They reviewed the ways in which they could be polite and helpful toward their grandparents. They also discussed their responsibilities toward their older relatives who visited in their homes.

February 24, 1966. To further develop the concepts concerning the child's relationship to his grandparents, the children discussed the things they enjoyed doing with their grandparents. The book, My Grandfather and I, was read to the class, and when this was completed each child drew a picture of himself doing something he enjoyed with one of his grandparents. When the pictures were completed the children were asked to list their responsibilities when going somewhere with a grandparent. These were the responsibilities listed:

1. Be courteous and helpful.
2. Don't expect grandparents to buy everything you want.
3. Mind your grandparents when you are with them.
4. Remember to thank them for having a good time.

February 25, 1966. During the language period each child told about one relative he had gone to visit and the kinds of things he had done with relatives while visiting this relative. Each child told something he had done with relatives while visiting on a farm, at a lake, or in a city. After the discussion the children listed their responsibilities as a guest in someone's home. These were the responsibilities mentioned:

1. Be very careful with others' property.



2. Do your share of the work while visiting.
3. Follow the rules set up by your relatives and the in their home and when you go somewhere with them.
4. Be polite and courteous.
5. Remember to thank them for a nice visit.

February 28, 1966. Previous to the telecast the children were asked to name the activities they enjoyed with their neighbors. The telecast on neighbor relationships was viewed. After the telecast the children discussed their responsibilities as a guest in their neighbors' homes, and their treatment of the property of a neighbor.

March 1, 1966. A list was made of the various people who come to the school to help boys and girls. These workers were listed.

1. Custodian.
2. Nurse.
3. Cafeteria workers.
4. AAUW ladies.
5. Librarian and library aides.
6. Speech therapist.

The children knew that most of these people were paid to do a certain job at the school, but their purpose in coming was to help boys and girls. The attempt was made to

administered to the students.

establish the concept that people want to help other people. The various jobs of each worker were discussed, and the children told how each person helped them. In discussing the ladies from the AAUW and the library aides, the children learned that these ladies were not paid to come, but came only because they were interested in helping boys and girls learn.

March 2, 1966. The children were asked to name some of their adult friends, and name some activities that they enjoyed with them. This was done to help the children understand that many adults are their friends. They were then asked whether they thought they should be friends with adults whom they did not know. After the discussion, the telecast on the child's relationship to adults and strangers was viewed. After the children discussed ways in which they could be helpful to strangers, they also discussed reasons why they should not accept gifts from strangers or go with a stranger. The Blue Star Home plan which is now going into effect was discussed as a place where a child could get help on his way to and from school.

March 3, 1966. A review of the basic concepts in the unit "Basic Needs" was presented to the children, using some of the visual aids that had been used in each unit.

March 4, 1966. A teacher-made test over the areas of food, clothing, shelter and human relationships was administered to the students.

### III. EVALUATION OF THE UNIT

#### Oral Interview

In order to measure the success of the television programs and classroom activities in building social concepts, an oral interview was given to each pupil about a week before the unit on basic needs began. The same interview was given immediately following the unit of study, and an attempt was made to measure the amount of growth in the building of these social concepts. The interview was designed to cover only the major social concepts under study. The following table indicates the number of children giving the desired answer. The first column shows the number of children giving this answer previous to the study of the unit on basic needs, and the second column shows the number of children giving the desired answer after the unit had been studied.

TABLE I

GROWTH OF SOCIAL CONCEPTS AS INDICATED BY  
ORAL INTERVIEW, THIRD GRADE STUDENTS,  
NASH ELEMENTARY SCHOOL, DES MOINES, IOWA

QUESTION	January, 1966	March, 1966
<u>Food</u>		
1. Why do all people need food?		
growth	6	3
to live	20	25
2. Where do we get our food?		
store	17	24
farms	6	18
all over U.S.	0	2
other countries	0	1

Question	January, 1966	March, 1966
3. How do we keep food fresh and clean?		
packaging	1	19
canning	1	12
freezing	23	19
washing	3	8
4. How does our food get to grocery stores?		
train	3	9
truck	26	24
car	2	0
5. How does food get from the store to our homes?		
parents	26	25
children	3	1
delivery	1	4
<u>Clothing</u>		
1. What materials are used in clothing?		
cotton	4	21
wool	11	24
silk	3	14
leather	1	2
man-made fibers	0	2
2. Where do we get these materials?		
plant	0	12
sheep	12	26
worm	0	12
animals	6	2
3. Where do we get our clothing?		
store	26	26
factory	1	20
plants and animals	2	2
farms	0	4
4. How does clothing get to the stores?		
train	2	5
airplane	0	2
truck	21	25
5. Why do we buy different types of clothing?		
weather	0	10
taste	3	8
to keep clean	18	11

Question	January 1966	March 1966
6. What would you do if you went into a store to buy something?		
look	12	13
choose	4	5
pay	24	21
7. What does the clerk in the store do?		
help you find what you want	10	15
show you choices	0	2
take money	10	16
puts purchase in bag	1	6
<u>Shelter</u>		
<u>A. Homes</u>		
1. Why do we need shelter?		
warmth	17	23
weather	7	21
protection	3	2
family needs	0	3
2. Why are homes different?		
available materials	1	10
taste	9	12
climate	0	6
3. How do people get homes?		
build them	6	11
have them built	20	26
<u>B. Human Relationships</u>		
1. How do you like other people to act toward you?		
friendly	3	4
courteous	0	7
nice	21	21
2. How should you act toward other people?		
friendly	2	4
courteous	2	6
helpful	0	3
nice	19	15

Question	January 1966	March 1966
3. What can you do to get along better with your family at home?		
share	2	0
follow directions	5	5
accept responsibilities	11	24
4. How can you be a good neighbor?		
be helpful	7	11
respect property	1	6
5. Should you be friends with adults?		
yes	25	23
no	3	1
6. Should you be friends with strangers?		
yes	2	6
no	26	21

In general, the results of the interview seem to indicate that there was growth in the building of social concepts. For example, in the first interview only one child mentioned packaging as a method of food preservation, whereas in the second interview nineteen children mentioned this method of food preservation. In the first interview, only one child knew that clothing is made in a clothing factory, and in the second interview, twenty children knew that clothing is made in a factory.

Another indication of growth was the readiness of the children to answer the questions asked by the interviewer.

In the first interview most of the children were rather reluctant to answer the questions. In the second interview many of the children were more ready with an answer; they seemed more confident in themselves, and more sure of their answers. They also offered more answers than they had in the first interview, and gave more detailed information about the questions asked.

In studying the interview, it will be noted that in some cases fewer children gave a desired answer the second time interviewed. Most of this difference can be attributed to the fact that in most cases the children tended to give a single answer to a question, and stopped with that answer. After one answer most of the children seemed to feel that they had answered the question, and were somewhat reluctant to give more answers. This difference is also due to the way in which each topic was studied in the classroom, for example, in the first interview twenty-three children mentioned freezing as a method of food preservation, but only nineteen children mentioned this method in the second interview. In the classroom more attention had been given to packaging and canning as preservation methods. These methods were also the ones the children had seen in the films about food.

The section on human relationships was the most difficult to evaluate, but most of the children seemed to have more of a variety of answers to the questions in the



second interview. They seemed to have more definite ideas about their own responsibilities and the responsibilities of others, however, these ideas were expressed in many different ways.

In the section concerning relationships with strangers, more of the children felt they should be friends with strangers in the second interview than in the first. The confusion may have been due to the fact that the children did not distinguish between the words "friendly" and "helpful." It was, however, noted that the attitude toward strangers was more positive and less fearful in the second interview.

### Unit Test

Another device used by the classroom teacher to measure the growth of the social concepts was a written objective test over the unit on basic needs. The test was limited to fourteen questions in order to hold the attention of the children. The teacher read each question to the class, and each child answered the question on his own paper by circling either yes or no. The test was kept very simple because of the low reading level, and short attention span of many of the children in the group.

The following table indicates the number of children who answered each question incorrectly.

TABLE II

GROWTH OF SOCIAL CONCEPTS AS INDICATED BY THE OBJECTIVE TEST, THIRD GRADE STUDENTS, NASH ELEMENTARY SCHOOL, DES MOINES, IOWA

Question	Number of Children Answering Incorrectly
<b>Food</b>	
1. Do all people need food?	0
2. Is all of our food grown in Iowa?	0
3. Packages and freezing keep our food fresh and clean.	0
4. Trucks and trains take food to stores.	1
<b>Clothing</b>	
1. All clothes are made of cotton.	1
2. Most of our clothing is made in factories.	3
3. We buy different types of clothes for different types of weather.	1
4. Only airplanes take clothes to stores.	2
<b>Shelter</b>	
1. Do all people need shelter?	2
2. Do all people build their own homes?	2
3. Homes are different because of the building materials the people have.	1
4. Can you help your family by doing your share of the work at home?	1
5. Should you play in your neighbor's yard without asking him first?	1
6. Should you be friends with strangers?	4

The results of the test seem to indicate that some learning of the social concepts presented had taken place.

Most of the children did very well on the test. Of the twenty-six children taking the test, eighteen received perfect scores. The most questions missed by a child was five, and this child had been absent for nearly all of the teaching unit.

The most frequently missed question was the one dealing with relationships with strangers. The desired answer was "No, we should not be friends with strangers." This attitude was stressed in the telecast. However, this same telecast pointed out that the children could be helpful to strangers without being friends with them, or accepting gifts from them. Many children might have missed this question because they were thinking in terms of being helpful to strangers.

### Evaluation of the Telecasts

Teacher's Evaluation. For each televised program in the unit "Supplying Basic Needs," the classroom teacher filled out an evaluation sheet. Each telecast was evaluated by the classroom teacher in terms of organization, correct knowledge of information presented, variety of materials, quality of materials used, and the attention of the children viewing the telecast.

In general, the television lessons were quite well organized. The information presented was factually correct, and presented to the children on their level of understanding. The audio-visual materials used by the television teacher

were of good quality, and quite a variety of audio-visual materials were used on the telecasts. Some of the audio-visual materials used by the television teacher were films, flat pictures, real objects, dramatizations, and a puppet show. These materials were used in conjunction with lectures by the television teacher.

It was noted by the classroom teacher that the films and the puppet show presented on the telecasts held the children's attention to the greatest extent. Lecture by the television teacher seemed to interest the children the least.

The section dealing with human relationships in the shelter unit seemed to have the least appeal to the students as far as viewing the telecasts was concerned. This was probably due to the fact that more lecture was done by the television teacher, and fewer visual aids were used. This unit did not seem to be particularly well adapted to television usage, because there were few visual aids available for use on the television programs.

Students' Evaluation. After each telecast, the children were asked to evaluate the telecast in terms of their interest. When the telecast was over, the classroom teacher asked each child who enjoyed the telecast and thought he learned something from it to raise his hand. The hands were then counted by the teacher. Usually all or nearly all of the children raised their hands. However,

in the unit dealing with human relationships, more of the children seemed to feel that the telecast was not quite as interesting as some of the previous telecasts had been. In the units on food, clothing, and shelter there were usually only two or three children who did not raise their hands to show that they thought the telecast was interesting. In the human relationships part of the unit, there were usually five or six who did not raise their hands. This lack of interest may have been due to the fact that fewer visual materials were available for use by the television teacher, and more lecture was used. The lack of attention also may have been due to the nature of the concepts presented in the human relationships unit. The concepts were less concrete than those presented in the previous parts of the unit.

### Evaluation of Classroom Activities

Teacher's Evaluation. The classroom teacher attempted to evaluate the activities presented to the students in the unit "Supplying Basic Needs," by using a checklist to evaluate each activity. The activities were evaluated in terms of organization, attentiveness of the children, the success of the activity in extending the social concepts presented in the unit, and the variety of materials used in the activity.

Most of the activities seemed to be well organized, in that things usually went smoothly in the classroom

situation. Materials were prepared in advance, and plans were made for the carrying out of the activity.

An attempt was made to use a variety of materials in the activities, and present varied types of activities. There were cutting and pasting activities, map work, drawing and art activities, reading activities, demonstrations, dramatizations, films, and filmstrips used to extend the social concepts presented in the television lessons.

It was noted by the teacher that nearly all of the children said they liked the films, filmstrips, demonstrations, art activities, and most of the drawing activities. It was noted that the attention of the children was usually good during these types of activities. The attention of the students was poorest during the reading activities. This was true of the activities where the children were asked to read, or when the teacher read to the class. This lack of attention may have been due to the fact that the reading materials available were difficult for many children in this group because of their low reading level.

It seemed that the more visual activities such as films or colorful pictures were the ones which best caught the attention of the children. The activities in which the children took an active part such as in making soup, washing doll clothes, or dramatizations also seemed to capture the attention of the children.

and physical activities were also found to be favorable. The teacher's attitude was favorable toward the children.

Students' Evaluation. After each activity the students were asked if the activity had been interesting to them, and if they felt they enjoyed the activity at the same time. If the child liked the activity he was to raise his hand, and the classroom teacher counted the hands raised.

Nearly every child liked the films, filmstrips, art activities, such as making the igloo, collage, or drawing, and the demonstrations of making soup and washing the doll clothes. Most of the children raised their hands when asked about these activities. In some cases it was noted that a child would raise his hand, and then put it down, perhaps in order to attract the attention of the other children.

The activities least liked by the students were those concerned with reading. It was not uncommon for one or two children to feel that they did not like the activity, but in the reading activities seven or eight children expressed an unfavorable attitude. This was true of the activities where the children were asked to read, or when the teacher read the social studies materials to the class. Some of the boys said they did not like dressing the doll in various types of clothes because they felt this was for girls. It was noted, however, that they did enjoy washing the doll clothes.

In general, the children did enjoy most of the activities presented. They tended to favor the more visual and physically active activities. Usually, their attitude was favorable toward the activity presented.



## CHAPTER IV

### SUMMARY AND CONCLUSIONS

#### I. SUMMARY

In recent years educational television has taken an increasingly important role in the curriculum of the elementary school. Many of the elementary schools in the United States today use educational television in some way. Most authorities agree that the activities provided by the classroom teacher which extend the concepts presented in the telecast are very important. They feel that in order for the television lessons to be successful in building concepts the classroom teacher must provide activities within the classroom to help the children build these desired concepts.

The purpose of this study was to determine the measure of success of televised social studies programs plus teacher enrichment activities as a means of teaching social concepts to third grade students.

Televised social studies programs provided the basis for the unit "Supplying Basic Needs," which was the unit of study for seven weeks. The classroom teacher also provided activities in the classroom to help the children become more familiar with the concepts presented in the telecasts, to

extend the concepts presented, and to help the child apply these concepts to his every day living.

To determine the extent of growth of the social concepts an oral interview was given to each child before the unit began, and was then given to each child again after study of the unit was completed. A teacher-made test over the major concepts was also used to determine the extent of growth made in the learning of the social concepts.

The study was limited to one third grade classroom at Nash Elementary School in Des Moines, Iowa. Forty minutes of each school day could be devoted to the social studies activities.

The classroom was made up of twenty-seven third grade children. Most of the children had grown up in a metropolitan area. The school is located in a residential and commercial area of the city. The neighborhood could probably be classified as lower-middle class.

The literature reviewed indicated that television classes had been successful in other schools and other curricular areas. Authorities also felt that audio-visual aids were helpful in enabling children to build social concepts. In this study the television classes and audio-visual aids were combined to help the children develop the desired social concepts.

A daily record of the activities presented in correlation with the telecasts was kept by the classroom

teacher. As each telecast was viewed, activities were presented by the classroom teacher to extend the concepts presented in the telecasts.

An evaluative record was kept by the classroom teacher of the telecasts and the classroom activities. Both the teacher and the children evaluated the telecasts and activities.

The oral interview was given to the class both before and after the unit, and the teacher-made test was given to the children after completion of the unit.

The results of both the oral interview and the teacher-made test seemed to indicate that growth had taken place in the building of the desired social concepts.

The television programs were usually quite well organized, and usually nearly all of the children found the telecasts interesting. The classroom activities were usually enjoyed by the children, and were planned and organized in advance by the classroom teacher.

## II. CONCLUSIONS

The following conclusions were drawn up after completion of the unit of study, and after the evaluation of the unit had been studied.

1. Television classes plus enrichment activities can help children build social concepts.

2. Audio-visual materials make a contribution to the learning of social concepts.
3. In general, children enjoy educational television programs which are a regular part of the curriculum.
4. Children most enjoyed those programs which had action, and used a variety of audio-visual materials.
5. Children most liked those activities to which they made a direct contribution, or in which they had an active part.
6. Demonstrations and films held the attention of the children well, both on televised programs and in the classroom.
7. Telecasts and activities which dealt with concrete materials and objects, rather than ideas or behaviors, met with better acceptance and were better remembered by the children.

### III. RECOMMENDATIONS

1. Teacher-made enrichment activities should be used with television classes which are part of the regular curriculum.
2. A variety of activities should be used with each teaching unit.
3. Limit each activity to the development of one concept.

4. Television programs should deal with activities and objects which could not be easily done or obtained by the classroom teacher.
5. Telecasts should suggest activities which could be done by the class as a whole or by individuals within the class.
6. A variety of audio-visual aids should be used both in the televised programs and in the classroom.
7. Classroom activities should always be well organized in advance by the classroom teacher.

#### IV. IMPLICATIONS FOR FUTURE STUDIES

The field of educational television is relatively new. Many studies in this field are still incomplete, and many more studies are needed in order to fully realize and evaluate the importance of educational television in the present educational system.

At present, educational television is receiving wide usage, but its full potential has probably not been realized. Research is needed to help educators obtain a clearer picture of the effectiveness of educational television. Educators need to know in which curricular areas educational television can be most effectively used. They need to know what types of programs are most effective in helping children build concepts. They need to know the limitations of educational television, and how to compensate for these limitations.

Educators must help all teachers realize that the enrichment activities in the classroom are essential in helping the child gain a fuller realization of the concepts presented in the televised program. Without these activities, the telecasts would lose a great deal of their effectiveness. The responsibility for helping the child grasp the desired concepts rests upon the classroom teacher and the types of activities prepared by him. Because these classroom activities are of such importance to the success of educational television, educators need to know what types of activities are most enjoyed by the students, most interesting to them, and most effective in helping children build concepts.

As the use of educational television is rapidly growing in our country, the need for research in the area of educational television is also growing.

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## FOOD

The Food Store

David Goes to Market

The Farmer

## CLOTHING

George's New Suit

How Clothing is Made

Let's Visit the Shopping Center

## SHELTER

Building a House

Let's Build a House

The Home Series - Filmstrips

Mother Cares for the Family

Father Works for the Family

Children Have a Busy Day

The Day Begins

Saturday

## ORAL INTERVIEW

### I. FOOD

1. Why do all people need food?

growth

energy

to live

2. Where do we get our food?

store

farms

all over U.S.

other countries

3. How do we keep food fresh and clean?

packaging

canning

freezing

drying

4. How does our food get to grocery stores?

train

car

truck

farms

airplane

wholesale house

5. How does food get from the store to our homes?

parents

children

delivery

### II. CLOTHING

1. What materials are used in clothing?

Where do we get these materials?

cotton

plant

wool

sheep

nylon

man-made

silk

worm

leather

animals



2. Where do we get our clothing?  
store  
make it  
factory  
plants and animals

---

3. How does clothing get to the stores?  
train  
airplane  
truck  
from factories

---

4. Why do we buy different types of clothing?  
weather  
taste  
style

---

5. What would you do if you went into a store to buy something?  
look  
choose  
pay

---

6. What does the clerk in the store do?  
help you find what you want  
help find correct size, color, etc.  
show you choices  
take money

---

### III. SHELTER

- A. Homes
    1. Why do we need shelter?  
warmth  
weather  
protection
-

2. Why are homes different?  
 available materials  
 taste  
 what we can afford  
 climate
- 

3. How do people get homes?  
 build them  
 have them built
- 

B. Human Relationships

1. How do you like other people to act toward you?  
 friendly  
 courteous  
 nice
- 

2. How should you act toward other people?  
 friendly  
 courteous  
 helpful
- 

3. What can you do to get along better with your family at home?  
 respect property  
 share  
 follow directions  
 accept responsibilities
- 

4. How can you be a good neighbor?  
 be helpful  
 respect property
- 

5. Should you be friends with adults? Strangers?  
 Why or why not?
- 
- 
-

## TEACHER-MADE TEST

## FOOD, CLOTHING AND SHELTER

## FOOD

- |   |     |    |
|---|-----|----|
| 1. Do all people need food?                             | yes | no |
| 2. Is all of our food grown in Iowa?                    | yes | no |
| 3. Packages and freezing keep our food fresh and clean. | yes | no |
| 4. Trucks and trains take food to stores.               | yes | no |

## CLOTHING

- |  |     |    |
|--|-----|----|
| 1. All clothes are made of cotton.                                   | yes | no |
| 2. Most of our clothing is made in factories.                        | yes | no |
| 3. We buy different types of clothes for different types of weather. | yes | no |
| 4. Only airplanes take clothes to stores.                            | yes | no |

## SHELTER

- |   |     |    |
|---|-----|----|
| 1. Do all people need shelter?  | yes | no |
| 2. Do all people build their own homes?                                   | yes | no |
| 3. Homes are different because of the building materials the people have. | yes | no |
| 4. Can you help your family by doing your share of the work at home?      | yes | no |

5. Should you play in your neighbor's  
yard without asking him first? yes no

6. Should you be friends with strangers? yes no

1. Was the material presented in an  
orderly, systematic manner?

2. Were the presentation materials,  
methods, requests?

3. Did the material hold the attention  
of the children?

4. Was there sufficient variety of  
material used?

5. Which activities held the attention  
of the children?

6. Were the materials used of good  
quality?

# EVALUATION OF TELEVISED PROGRAMS

Telecast \_\_\_\_\_

Date \_\_\_\_\_

	YES	NO
1. Was the telecast organized in an orderly, meaningful manner?	_____	_____
2. Was the information presented, factually correct?	_____	_____
3. Did the telecast hold the attention of the children?	_____	_____
4. Was there sufficient variety of materials used?	_____	_____
5. Which activities held the attention of the children?	_____	_____
6. Were the materials used of good quality?	_____	_____
7. What audio-visual materials were used?	_____	_____

## CHILDREN'S EVALUATION

Did you think this telecast was interesting? \_\_\_\_\_

## EVALUATION OF CLASSROOM ACTIVITIES

Activity \_\_\_\_\_

Date \_\_\_\_\_

	YES	NO
1. Did this activity gain the attention of the children?	_____	_____
2. Was this activity meaningful?	_____	_____
3. Did this activity extend the concepts presented in the telecasts?	_____	_____
4. Were the activities well organized?	_____	_____
5. Were a variety of materials used in the activities?	_____	_____

## CHILDREN'S EVALUATION

Was this activity interesting to you?	_____	_____
---------------------------------------	-------	-------